

Liverpool John Moores University

Title: Leadership as a Practice Educator
Status: Definitive
Code: **6005PM** (127857)
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
David Comber	Y

Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 65
Total Learning Hours: 200
Private Study: 135

Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	48
Online	15
Tutorial	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Reflective portfolio - 4500 words equivalent	100	

Aims

Develop evidence based person-centered reflective approaches in professional practice.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically review the impact of leadership styles on learning in practice based environments.
- 2 Critically explore the Practice Educator's role as an accountable practitioner in the context of learner development and patient protection.
- 3 Critically evaluate different methods of teaching and assessing in the practice setting.
- 4 Critically review the evidence base underpinning the application of theoretical learning in a practice setting.
- 5 Critically analyse how effective working relationships with learners based on mutual trust and respect can be nurtured in an inter-professional environment.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reflective portfolio	1	2	3	4	5
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Outline Syllabus

Principles of learning, teaching, assessment & accountability.
Communication methods & working relationships with students / registrants and the inter-professional team.
Tripartite relationships / learning agreements.
Clinical mentorship/practice education and facilitation of learner.
Developing the clinical learning environment.
Competence-based assessment in the practice setting.
Developing effective roles and positive relationships within teams.
Reviewing a new model for leadership development.
NHS Healthcare model.
Collaboration and respecting boundaries of other professionals.
Contributions of other professionals to leadership direction.
Significance of diversity and anti discriminatory practice.
Consideration of leadership and Practice Education on human factors.
The scope of professional practice.

Learning Activities

Lectures
Reflective discussions
Using the Virtual Learning Environment - engage with learning materials
Workbooks
Tutorials

Notes

This module will enable students to explore how to facilitate lifelong learning in others by developing their mentoring, teaching and assessing skills in the urgent and emergency care setting. This will be combined with an opportunity to build on the NHS Leadership Framework. We will keep that focus and concentrate on leadership within the ambulance service and how leadership combines with teaching and learning in practice.